

Grantee:

Fort Dodge Community School District 21st CCLC Local Evaluation Form 2022-2023

21st CCLC Local Evaluation for 2022-2023

Required Section	Complete
1. General Information	X
2. Introduction/Executive Summary	X
3. Demographic Data	X
4. Total Academic Improvement	X
5. GPRA Measures	X
6. Local Objectives	X
7. Anecdotal Data	X
8. Sustainability Plans	X
9. Summary and Recommendations	X

1. General Information

General Information Required Elements	Complete
Basic Information Table	X
Center Information Table	X

Basic Information Table

Item	Information
Date Form Submitted	January 31, 2024
Grantee Name	Fort Dodge Community School District
Program Director Name	Erin Brookshire
Program Director E-mail	ebrookshire@fdschools.org
Program Director Phone	(515) 574-5863
Evaluator Name	Dr. Edward Gronlund
Evaluator E-mail	ecgronlund@gmail.com
Evaluator Phone	(563) 528-0844
Additional Information from Grantee (optional)	

Center Information Table

Cohort	Centers
<i>(If not in a cohort, leave that cohort info blank)</i>	<i>(Enter Names of Centers, separated by commas) INCLUDE SCHOOL LEVEL (i.e., Elementary, Middle, High School)</i>
Cohort 17	Butler Elementary School Grades 1-5 Cooper Elementary School Grades 1-5 Duncombe Elementary School Grades 1-5 Feelhaver Elementary School Grades 1-5 Early Childhood Center Grade K
Additional Information from Grantee (optional)	

2. Introduction/Executive Summary

Introduction/Executive Summary Required Elements	Complete
Program Implementation	X
<ul style="list-style-type: none"> Needs Assessment Process 	X
<ul style="list-style-type: none"> Key People Involved 	X
<ul style="list-style-type: none"> Development of Objectives 	X
Program Description	X
<ul style="list-style-type: none"> Program days and hours 	X
<ul style="list-style-type: none"> List of activities 	X
<ul style="list-style-type: none"> Location of centers 	X
<ul style="list-style-type: none"> Attendance requirements 	X
<ul style="list-style-type: none"> Governance (board, director, etc.) 	X
<ul style="list-style-type: none"> Details on Parent Events and Parent involvement. 	X
<ul style="list-style-type: none"> Details on provided food programs (i.e., snacks, full meals, weekend backpacks, etc.) 	X
Program Highlights	X

The Fort Dodge Community School District is a Cohort 17 program and Erin Brookshire, Program Director, submits the initial program year evaluation report. The program is titled Dodger Academy and it provides services to students from five elementary schools. Dodger Academy has existed for fifteen years. The 21st Century Community Learning grant award is designed to expand the program to all five elementary schools and potentially have more than one program site. (Butler Elementary is the only site at this time.)

The Dodger Academy operates from 3:15 p.m. to 6:45 p.m. or 3.5 hours per school day. The Fort Dodge Community School District has 180 school days therefore the program has 630 operational hours per school year. The program exceeded the 60 hours per month requirement (630 hours divided by 9 school months = 70 hours per month). The program had its first summer school program summer 2023 and student data will be reported in the YR2 evaluation report. The Dodger Academy provides a USDA certified snack every day after school. The Dodger Academy during the summer program will provide a breakfast, morning snack, lunch and afternoon snack all will be USDA certified.

The Fort Dodge Community School District needs assessment sought to identify the before/after school as well as summer school needs of at-risk families. School and community data was used to

identify these at-risk family needs. The identified needs were: Need 1 - At-risk students within the Fort Dodge Elementary Schools need early and ongoing academic assistance to meet and/or maintain reading/math proficiency and extend learning time; Need 2 - At-risk students within the Fort Dodge Elementary Schools need an atmosphere where they feel safe, connected, engaged, welcomed and valued; Need 3 - Families within the Fort Dodge Elementary Schools need an opportunity to engage in experiences to build their capacity to support their child's learning and enhance their child's social-emotional growth.

The program leaders established, in partnership with the advisory committee, the following goals and objectives for the Dodger Academy based on the needs assessment findings. The local objectives found within the grant application were modified to comply with the Iowa Department of Education's request that local objectives do not duplicate the GRPA measures. The program leaders and advisory committee formulated the following goals and objectives to guide the program's programming decision-making and the allocation of resources.

Goal 1: Students who attend the Dodger Academy program will increase their literacy and math skills. Objective 1.1: Increase by 5% the number of Dodger Academy students moving towards literacy proficiency. The program will measure and track the literacy growth of students attending 50% or more of the program days annually. The norm-referenced *FAST* Comprehensive literacy screener assessment will be used to measure student progress on a continuum from persistently at risk to proficient. **Objective 1.2:** Increase by 5% the number of Dodger Academy students moving towards mathematics proficiency. The program will measure and track the mathematics growth of students attending 50% or more of the program days annually. The norm-referenced *FAST* comprehensive mathematics screener assessment will be used to measure student progress on a continuum from persistently at risk to proficient.

Goal 2: Dodger Academy's program for participating students will build the capacity of their families through the program's engagement activities to support these students' learning outside of the school setting. Objective 2.1: 75% of families who participate in the Dodger Academy family engagement activities annually will report a positive engagement response. Family engagement will be measured using the Family Engagement Survey.

Goal 3: Social-Emotional learning will be addressed for all students attending Dodger Academy through integrated literacy and social-emotional learning curriculum. Objective 3.1: Increase by 5% the number of Dodger Academy students that have attained the desired social-emotional behaviors. The program leaders will identify students who attend a minimum of 50% of the time.

The Dodger Academy after school program is open to all students but the program leaders and building principals have targeted the students who may need additional academic help, in order for them to perform at the same level as their grade level peers. The program is offered at a centrally located elementary building (Butler Elementary), so parents are able to pick students up as late as 6:45 PM in order to accommodate their work schedules. Previously, our 21st Century After School grant funded Dodger Academy program, had only been opened to only Butler Elementary students. However, this program has recently opened up to all TK-5th grade students throughout the Fort Dodge Community School District. Transportation is being provided from each elementary school to one centrally located elementary for the program each day by the Fort Dodge Community School District. Students from all elementary schools come together to engage in academic learning, learning centers, recreational activities, snack, interest-based clubs and a variety of other enriching educational experiences. The emphasis of Dodger Academy is age-appropriate learning activities tied directly to the Iowa Core Curriculum and the school day instruction.

The program currently has certified teachers, paraprofessionals and high school helpers as paid employees. For the 5 certified teachers, the program has a variety of experience levels from first year

teachers to veterans who have been teaching for more than 10 years. The staff includes a 1st grade teacher, a 2nd grade/ literacy teacher, an academic interventions teacher, a 4th grade teacher and two teachers who are licensed in Special Education. Some employees have been recruited from youth treatment centers as they provide a background knowledge that is helpful in working with at risk students. The high school students are employed who have expressed interest in working in the education field in some capacity so this provides valuable hands-on learning opportunities for them. Dodger Academy provides the staff professional development to continue staff learning and build their capacity. The programs partners from the community are also able to provide unique opportunities for our students from service-learning projects to fundraising opportunities at the local Pizza Ranch to volunteer projects at the local animal shelter and throughout the community.

Dodger Academy holds four events to promote and establish parent involvement in the program. Dodge Academy has an open house event to recruit students by inviting parents and their children to participate in some activities, ask questions, and meet staff members. Game show night is held to raise funds and have students, parents, and community members compete against each other in fun games. A STEM activity night is held for students and parents to engage in math, science, engineering, and technology activities such as experiencing robots or LEGOs. Students and parents also have a reading night activity held in partnership with the Kiwanis Club.

3. Demographic Data

Demographic Data Required Elements	Complete
2022-2023 School Year Attendance Tables	X
<ul style="list-style-type: none"> 2022-2023 School Year Attendance Summary Table 	X
<ul style="list-style-type: none"> 2022-2023 School Year Grade Level Table 	X
<ul style="list-style-type: none"> 2022-2023 School Year Sex Table 	X
<ul style="list-style-type: none"> 2022-2023 School Year Attendance Population Specific Table 	X
<ul style="list-style-type: none"> 2022-2023 School Year Attendance Race/Ethnicity Table 	X
Summer of 2022 Attendance Tables	X
<ul style="list-style-type: none"> Summer of 2022 Attendance Summary Table 	X
<ul style="list-style-type: none"> Summer of 2022 Grade Level Table 	X
<ul style="list-style-type: none"> Summer of 2022 Sex Table 	X
<ul style="list-style-type: none"> Summer of 2022 Population Specific Table 	X
<ul style="list-style-type: none"> Summer of 2022 Attendance Race/Ethnicity Table 	X
Attendance Discussion	X
Partnerships	X
<ul style="list-style-type: none"> Partnerships Table 	X
<ul style="list-style-type: none"> Partnerships Discussion 	X
Parent Involvement Information and Discussion	X

2022-2023 School Year Attendance.

21st CCLC Program 2022-2023 School Year Attendance Summary Table
Reflects Number of Students

<i>Days/Hours</i>	<i>Cohort 13</i>	<i>Cohort 14</i>	<i>Cohort 15</i>	<i>Cohort 16</i>	<i>Cohort 17</i>	<i>Total</i>
<i>Less than a week (Less than 15 Hours)</i>					0	
<i>More than a week (More than 15, Less than 45 Hours)</i>					0	
<i>More than a Month (More than 45, Less than 90 Hours)</i>					4	
<i>More than two Months (More than 90, Less than 180 Hours)</i>					5	
<i>More than three Months (More than 180, Less than 270 Hours)</i>					3	
<i>More than four Months (More than 270 Hours)</i>					55	
TOTALS					67	

21st CCLC Program 2022-2023 School Year Attendance Grade Level Table
Reflects Total Number of Students

<i>Days/Hours</i>	<i>Cohort 13</i>	<i>Cohort 14</i>	<i>Cohort 15</i>	<i>Cohort 16</i>	<i>Cohort 17</i>	<i>Total</i>
<i>How many Prekindergarten</i>					0	
<i>How many Kindergarten</i>					17	
<i>How many 1st Grade</i>					8	
<i>How many 2nd Grade</i>					16	
<i>How many 3rd Grade</i>					11	
<i>How many 4th Grade</i>					9	
<i>How many 5th Grade</i>					6	
<i>How many 6th Grade</i>					/	
<i>How many 7th Grade</i>					/	
<i>How many 8th Grade</i>					/	
<i>How many 9th Grade</i>					/	
<i>How many 10th Grade</i>					/	
<i>How many 11th Grade</i>					/	
<i>How many 12th Grade</i>					/	
TOTALS					67	

21st CCLC Program 2022-2023 School Year Attendance Sex Table
Based on Total Attendance

	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Total
Male					39	
Female					28	
Not reported in Male or Female (students who are identified as nonbinary or another category that is not listed above)					0	
Gender Data Not Provided					0	

21st CCLC Program 2022-2023 School Year Attendance Population Specific Table
Based on Total Attendance

	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Total
Students who are English Learners (LEP)					0	
Students who are economically disadvantaged (FRPL)					48	
Students with disabilities					4	
Family members of participants served (Enter the total number of family members of students who participated in activities sponsored by 21st CCLC funds.)					11	

21st CCLC Program 2022-2023 School Year Attendance Race/Ethnicity Table
Based on Total Attendance

	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Total
American Indian/Alaska Native						
Asian						
Black or African American					2	
Hispanic or Latino					4	
Native Hawaiian or Pacific Islander						
White					45	
Two or more races					16	
Data not provided						

Summer of 2022 Attendance.

The program did not have a summer program during the first year. The program began August 2022. The program will have a summer program reported in YR2.

21st CCLC Program 2022-2023 Summer 2022 Attendance Summary Table
Reflects Number of Students

Days/Hours	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Total
<i>Less than a week (Less than 15 Hours)</i>					NA	
<i>More than a week (More than 15, Less than 45 Hours)</i>					NA	
<i>More than a Month (More than 45, Less than 90 Hours)</i>					NA	
<i>More than two Months (More than 90, Less than 180 Hours)</i>					NA	
<i>More than three Months (More than 180, Less than 270 Hours)</i>					NA	
<i>More than four Months (More than 270 Hours)</i>					NA	
TOTALS					NA	

21st CCLC Program 2022-2023 Summer 2022 Attendance Grade Level Table
Reflects Total Number of Students

Days/Hours	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Total
<i>How many Prekindergarten</i>					NA	
<i>How many Kindergarten</i>					NA	
<i>How many 1st Grade</i>					NA	
<i>How many 2nd Grade</i>					NA	
<i>How many 3rd Grade</i>					NA	
<i>How many 4th Grade</i>					NA	
<i>How many 5th Grade</i>					NA	
<i>How many 6th Grade</i>						
<i>How many 7th Grade</i>						
<i>How many 8th Grade</i>						
<i>How many 9th Grade</i>						
<i>How many 10th Grade</i>						
<i>How many 11th Grade</i>						
<i>How many 12th Grade</i>						
TOTALS					NA	

**21st CCLC Program 2022-2023 Summer 2022 Attendance Sex Table
Based on Total Attendance**

	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Total
Male					NA	
Female					NA	
Not reported in Male or Female (students who are identified as nonbinary or another category that is not listed above)					NA	
Gender Data Not Provided					NA	

**21st CCLC Program 2022-2023 Summer 2022 Attendance Population Specific Table
Based on Total Attendance**

	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Total
Students who are English Learners (LEP)					NA	
Students who are economically disadvantaged (FRPL)					NA	
Students with disabilities					NA	
Family members of participants served (Enter the total number of family members of students who participated in activities sponsored by 21st CCLC funds.)					NA	

**21st CCLC Program 2022-2023 Summer 2022 Attendance Race/Ethnicity Table
Based on Total Attendance**

	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Total
American Indian/Alaska Native					NA	
Asian					NA	
Black or African American					NA	
Hispanic or Latino					NA	
Native Hawaiian or Pacific Islander					NA	
White					NA	
Two or more races					NA	
Data not provided					NA	

Attendance Discussion.

Attendance Discussion Required Elements	Complete
General discussion on attendance including	X
• Percentage of 21 st CCLC attendance compared to total population.	X
• Percentage of attendees who are FRPL.	X
• Efforts to increase and keep attendance high.	X
• Recruitment efforts.	X
• Discussion on how contact hours requirement is being met. <i>60 hours per month (3 hours per day x 5 days a week) during weeks when school is in session (not counting Christmas or Spring Break)</i>	X
<i>Explain WHY attendance met or did not meet grant goals.</i>	

The Dodger Academy receives students from five elementary schools with an enrollment of 1,586 students. The Dodger Academy had 67 attendees for YR1 therefore **4% of the total student population from elementary schools attended Dodger Academy. 74% of the 67 Dodger Academy attendees are classified as FRPL** (free and reduced priced lunch).

The Dodger Academy has existed for 15 years and approximately 80 students attended the program prior to the COVID 19 pandemic. The prior program had a student participation fee. The 21st Century Community Learning Center grant began August 2022 with 67 attendees for year one. The program has the capacity to serve 150 students and the program leaders are working with building principals to identify more students for year two. The grant funding will support adding a summer program for the first-time beginning summer 2023. The grant funding has allowed Dodger Academy to be free of charge to parents.

The Dodge Academy is located in the Butler Elementary School. Butler Elementary School has the 25 students attending (38% from Butler Elementary). The other 40 Dodger Academy attendees are from Cooper Elementary, Duncombe Elementary, Feelhaver Elementary, and Earh Childhood Center. The program has plans to expand to more locations if and when the number of attendees increase.

The Fort Dodge Community School District's enrollment numbers per elementary school and FRPL percent per elementary school is provided below.

Elementary School	Enrollment	Students who are economically disadvantaged (FRPL)
Butler Grades 1-5	379	77%
Cooper Grades 1-5	252	48%
Duncombe Grades 1-5	461	79%
Feelhaver Grades 1-5	219	37%
Early Childhood Center Grade K	275	61%

Dodger Academy is open to all elementary students within our district and parents can sign their child up. The program leaders started using principal recommendations. Principals worked with their buildings' behavior support staff to determine students who are at risk and students needing additional support outside of school. The support could include: academic, social skills or just a safe place for them to be since their home life is not the best. Dodger Academy has available space to house up to 150 attendees. The Dodger Academy space is licensed through the Department of Health and Human Services. Dodger Academy has not reached maximum capacity because it is difficult to find quality staff persons to work after school. The program leaders will continue their efforts to increase the number of

program attendees. The program leaders will also continue to work with building principals to identify students in need of the program as well as informing parents of the availability of the program.

The Dodger Academy operates from 3:15 p.m. to 6:45 p.m. or 3.5 hours per school day. The Fort Dodge Community School District has 180 school days or 630 operational hours per school year or 70 hours per month (630 hours divided by 9 school months).

Partnerships Table. *Enter data in the appropriate fields in the table below. Add rows as needed. In-kind value must be reported as a monetary value (i.e., \$1,200). Contribution type must be one of the following eight items. The number of each item may be used in the table (i.e., 4 in place of Provide Food). If a partner has more than one contribution type, enter all of them in the Contribution Type cell.*

1. *Provide Evaluation Services*
2. *Raise Funds*
3. *Provide Programming / Activity-Related Services*
4. *Provide Food*
5. *Provide Goods*
6. *Provide Volunteer Staffing*
7. *Provide Paid Staffing*
8. *Other*

21st CCLC Program 2022-2023 Partnerships Table

Name of Partner <i>(Enter name of Partner)</i>	Type*: Full/ Partial/ Vendor <i>(descriptions below)</i>	Contribution Type <i>(From list above)</i>	Staff Provided <i>(Describe if applicable)</i>	In-kind Value <i>(Monetary Value if unpaid partner)</i>
Fort Dodge Community School District	Partial	3,7		\$11,427.84
Kiwanis	Full	2,3,6	2 Staff	\$1,688.00
Webster County Health	Full	3,6	1 Staff	\$3,500.00
Valero Renewables	Full	2		\$2,000.00
Georgia Pacific	Full	2		\$8,000.00
Racing Unlimited	Full	2		\$150.00
Principals	Full	2		\$200.00
United Bank of Iowa	Full	2		\$2,079.00
Moose Lodge	Full	2		\$500.00
Pizza Ranch	Full	2		\$50.00
Dr. Edward Gronlund Program Evaluator	Partial	1	1	\$2,000.00

**Full – partner works with local program at no cost to the program.
 Partial – partner works with local program by providing discounted costs/rates.
 Vendor – services only provided with a cost to the program.*

Partnerships Discussion. Make sure to discuss what partners do, length of the partnership and how critical the partnership is to the success of the program.

Partnerships Discussion Required Elements	Complete?
General discussion on Partnerships including	X
<ul style="list-style-type: none"> • Summary of partnerships table. 	X
<ul style="list-style-type: none"> • Total Partners by Type 	X
<ul style="list-style-type: none"> • How in-kind value was determined 	X
<ul style="list-style-type: none"> • Efforts to recruit partners. 	X
<ul style="list-style-type: none"> • Highlights of partnerships. 	X
<ul style="list-style-type: none"> • How partnerships help program serve students. 	X

The program is thankful to all the partners for their ongoing support of Dodge Academy. Approximately half of these partnerships participate in efforts to raise funds for the program. The other half are a mixture of partnerships supporting programming and/or activities, involving volunteers, providing paid staff, or receiving program evaluation services. The number of Dodge Academy partners listed by type are below:

- 1 - Provide Evaluation Services
- 8 - Raise Funds
- 3 - Provide Programming / Activity-Related Services
- 2 - Provide Volunteer Staffing
- 1 - Provide Paid Staffing

The in-kind values are calculated by [a] using market value cost, [b] estimated labor cost if it were a paid service, and [c] the program evaluator calculates total evaluation fee and he donates approximately 50% or more of the fee to the program.

Program leaders use social media, attend service club meetings to advocate for the program, and conversations with families about connections they may have within the community to recruit new partners.

Partner highlight: Fort Dodge Kiwanis Group are an invaluable partner. They support the Dodge Academy by supporting *K-Kids* groups which initiates student involvement in civic engagement. The group provides at least 2 volunteers for the Dodge Academy bi-monthly meetings during which the Kiwanis help the students determine what social issues in the community that students could support and advocate for. Kiwanis also donates a meal for families and new books to Dodge Academy students during the spring family engagement event.

Partner Highlight: The past 2 years, the local Fort Dodge Georgia Pacific plant has provided a monetary donation to the Dodge Academy afterschool program. These donations have allowed Dodge Academy program purchase additional technology supplies and learning activities. By purchasing these items, Georgia Pacific has helped enhance the student's academic enrichment choices and kept students engaged in continuing their learning.

Parent Involvement Information and Discussion.

Parent Involvement Information and Discussion Required Elements	Complete?
Parent Involvement Table	X
Parent Involvement Discussion. Description of communication with parents (flyers, letters, phone calls, personal contact, etc.)	X
Efforts to increase parental involvement.	X

Parent Involvement Table. List all parent events held during the Summer of 2022 and the 2022-2023 School Year. Add extra rows if needed. If data for the Parent Involvement Table is not available, add an explanation in the Parent Involvement Discussion section.

21st CCLC Program 2022-2023 Parent Involvement Table

Name of Event <i>(Enter name/description of Event)</i>	Cohorts Involved <i>(List which Cohorts participated)</i>	Number of Parents/Family Members attending	Total Attendance <i>(Include staff, students, etc.)</i>	Additional Information if needed
Open House 9/6/22	17		69	
Game Show Fundraiser 11/5/2022	17	32	101	
Stem Activity 3/21/2023	17	32	101	
Reading Night 4/13/2023	17	24	93	

Parent Involvement Discussion.

Dodger Academy’s total attendance at four parent involvement events was 364 total participants. Dodger Academy held an open house, game show fundraiser night, STEM activity night, and a reading night. Dodger Academy had 32 parents attend the game show nigh, 32 parents attend the STEM night, and 24 parents attend the flashlight reading event.

33% of the Advisory Board are Parent Representatives

Dodge Academy Advisory Board

- Stephanie Anderson - Director of Elementary Education, Fort Dodge School District
- Jen Lane- Director of Communication with Fort Dodge School District
- Jessica Kruckenberg- Butler Elementary Building principal
- Heather O’Brien: parent
- Rachael Cook- parent
- Lindsey Rial- parent
- Kati Swanson- DHS employee
- Erica Loerts- Webster County Health Department
- Erin Brookshire- Director of Dodger Academy

Dodger Academy’s Advisory Board has 3 parents are members of the board. These parents participate in the governance of the Dodger Academy and attend each of the 8 board meetings during the

school year. The board meetings include conversations regarding student rosters, activity schedules, academic activities, family engagement events, budgets and community partnerships. Board participation by parents allows for direct parent feedback and input into the details of the program.

Dodger Academy sends flyers home with students, staff communicated directly with families, and notifications were posted in our parent pick up area. Dodger Academy staff make an effort to talk with all parents at the time of pick up. Staff share information regarding the day's activities and events that are coming up. Staff also resend additional informational event flyers for students to take home about upcoming events to ensure parents are aware of important events. The staff also use social media and surveys to broadcast information and reminders as well as gather parent feedback.

Dodger Academy organize the family engagement events are a come and go style as that is most convenient for our working families. If families are unable to attend, staff will work with the students so they still have a similar experience of being able to share their learning. Families are provided a light meal that they can eat with their student and make these events as convenient as possible. If a student's family is unable to attend, the student is still able to eat the meal provided before they leave for the night.

The parent involvement events descriptors:

Open House: Dodger Academy open house is the opportunity for current families or those considering our program to come in and see what we do. It is a student recruiting strategy to encourage participation. Parents and students are able to see the program in action, talk with the staff, ask questions and participate in the activities to see if our program is a good fit.

Game Show: It is a fundraising event that our program holds once per year. It is a trivia competition that has students competing against adults who are known in our community for a variety of reasons including: the school district's athletic director, a radio DJ and a local actress.

STEM Activity: Families are invited in to see what activities their students have been learning. Each grade level had a different STEM activity that would enhance their school day learning. Kindergarten and first grade students used *StoryTime* STEM Packs with *BEEBOT Robots*. With these activities, each story has a specific mat that will help the students visualize the story. The students will learn basic coding skills by reading a story, defining the problem, brainstorming and problem solving. 2nd and 3rd grade students had the opportunity to learn coding through *FIRST LEGO League Explore*. Students worked with *LEGO* bricks to create structures that could be programmed to have motion. Some of the creations included Ferris wheels, cars and roller coasters.

Reading Night: Flashlight Reading night is an annual event that the Dodger Academy holds in partnership with Kiwanis. During this event, Kiwanis provide a new reading book to our students and a meal to their families. The program area is set up with different lighting options ranging from full light to completely dark and the students are able to take their flashlight and read with their families. Reading Night is one of the student's favorite events.

4. Total Academic Improvement. (New state priority).

Total Academic Improvement and Discussion Required Elements	Complete
Reading/English Improvement Table	X
Mathematics Improvement Table	X
Total Academic Improvement Discussion	X

Reading/English Improvement

Grade Level	Number of Students Needing Improvement	Number of Students Who Improved	Percentage Improvement
K	5	0	0%
1	4	2	50%
2	9	2	22%
3	7	0	0%
4	4	0	0%
5	2	1	50%
6			
7			
8			
9			
10			
11			
12			
Totals	31	5	16%

Mathematics Improvement

Grade Level	Number of Students Needing Improvement	Number of Students Who Improved	Percentage Improvement
K	5	3	60%
1			
2	3	3	100%
3	1	1	100%
4	2	2	100%
5			
6			
7			
8			
9			
10			
11			
12			
Totals	11	9	82%

Total Academic Improvement Discussion.

Total Academic Improvement Discussion Required Elements	Complete
Please include a discussion of highlights of improvement data, including low and high performing grade levels.	X
Challenges to gathering data.	X
Efforts to increase student performance.	X

The program leaders have targeted the students with high academic learning needs. The reading and mathematics student outcome data were mixed. Approximately half of the Dodger Academy attendees having a need to improve their reading ability. 16% of those 31 students did improve their reading. In the context of the entire program, the other half of the Dodger Academy students did not have reading academic needs. Mathematics is different because 16% of the 67 Dodger Academy attendees were identified as in need of improvement. 82% of those 11 identified mathematics students did improve their mathematic skills.

The program leaders are challenged by collecting academic student feedback from five different school buildings with five different data collection formats with differing assessment processes. The program evaluator suggested the program leaders consider focusing on the achievement trend because the trends will include any collection errors consistently during the program years. All buildings do have the statewide *FAST* assessment student feedback which is being used to identify areas of need for student learning growth and matching identified academic weaknesses to Dodger Academy lessons.

Dodger Academy staff focus on activities aligned to common learning standards as well as areas that need support based on feedback from classroom teacher observations. Teachers have worked with the Dodger Academy staff to plan instruction to ensure activities are rigorous and aligns with state level learning standards. Activities are aligned to the district's best practice curriculum.

5. GPRA Measures

For 2022-2023, the US DOE has changed the Government Performance and Results Act (GPRA) Measures. This is the same data reported online to the APR Data System. Note that any reference to current school year is the 2022-2023 school year. Please note that the data tables for each GPRA Measure mirrors the APR data entry tables. Please do not change any of the tables.

GPRA Measures Required Elements	Complete
GPRA Measures Data Tables	X
• GRPA Measure 1A – Reading Progress	X
• GRPA Measure 1B – Math Progress	X
• GRPA Measure 2 – Academic Achievement GPA	X
• GRPA Measure 3 – School Day Attendance	X
• GRPA Measure 4 – Behavior	X
• GRPA Measure 5 – Teacher Survey	X
GPRA Measures Discussion	X

GPRA Measure 1A – Reading Progress. Percentage of students in **grades 4-8** participating in 21st CCLC programming during the school year and/or summer who demonstrate growth in reading and/or

language arts on State Assessments. **If you have no data to report for GPRA Measure 1A – Reading Progress, provide an explanation here:** Dodger Academy is reporting only for Grades 4 and 5.

GPRA Measure 1A – Reading Progress	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
Number of Attendees for whom you have outcome Data to report.						15
Number of Attendees who exhibited growth.						1
Percentage of Attendees who exhibited growth. Calculated for each column.						7%

GPRA Measure 1B – Math Progress. Percentage of students in **grades 4-8** participating in 21st CCLC programming during the school year and/or summer who demonstrate growth in mathematics on State Assessments. **If you have no data to report for GPRA Measure 1B – Math Progress, provide an explanation here:** Dodger Academy is reporting only for Grades 4 and 5.

GPRA Measure 1B – Math Progress	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
Number of Attendees for whom you have outcome Data to report.						15
Number of Attendees who exhibited growth.						2
Percentage of Attendees who exhibited growth. Calculated for each column.						13%

GPRA Measure 2 – Academic Achievement - GPA. Percentage of students in **grades 7-8 and 10-12** attending 21st CCLC programming during the school year and/or summer with a prior-year unweighted Grade Point Average (GPA) of less than 3.0 who demonstrated an improved GPA.

- Grade of A = GPA of 4.
- Grade of B = GPA of 3.
- Grade of C = GPA of 2.
- Grade of D = GPA of 1.
- Grade of F = GPA of 0.

If you have no data to report for GPRA Measure 2 – Academic Achievement - GPA, provide an explanation here: Dodger Academy is an elementary school program (K-5) thus grades 7-8 and 9-12 do not participate in the program.

	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
Number of Attendees for whom you have outcome Data to report and who had a prior year unweighted GPA of less than 3.0?	NA	NA	NA	NA	NA	NA
For how many of these students do you have outcome data to report and who had a prior-year un-weighted GPA of less than 3.0?	NA	NA	NA	NA	NA	NA
Percentage of Attendees who improved their GPA. Calculated for each column.	NA	NA	NA	NA	NA	NA

GPRA Measure 3 – School Day Attendance. Percentage of students in **grades 1-12** participating in 21st CCLC during the school year who had a school day attendance rate at or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year. **If you have no data to report for GPRA Measure 3 – School Day Attendance, provide an explanation here:**

	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
How many students had a school day attendance rate at or below 90% in the prior school year (2020-2022)?	4					1
Of these students, how many demonstrated an improved attendance rate in the current school year (2022-2023)?	4					1
Percentage of Attendees who improved their attendance rate. Calculated for each column.	100%					100%

GPRA Measure 4 – Behavior. Percentage of students in **grades 1-12** attending 21st CCLC programming during the school year and/or summer who experienced a decrease in in-school suspensions compared to the previous school year.

If you have no data to report for GPRA Measure 4 – Behavior, provide an explanation here:

	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
For how many of these students do you have outcome data to report and who had in-school suspensions in the previous school year (2021-2022)?						64
Of these students, how many experienced a decrease in in-school suspensions in the current school year (2022-2023)?						34
Percentage of Attendees with fewer in-school suspensions. Calculated for each column.						53%

GPRA Measure 5 – Teacher Survey. Percentage of students in **grades 1-5** participating in 21st CCLC programming in the school year and/or summer who demonstrated an improvement in teacher-reported engagement in learning. **If you have no data to report for GPRA Measure 5 – Teacher Survey, provide an explanation here:**

EXPLANATION: *The program began August 2023 serving five elementary schools. The program leaders were unable to organize the teachers across these multiple elementary schools. The program leaders found it difficult to provide the teachers with necessary training to complete the survey. The program leaders will complete the teacher survey spring 2024 and report teacher feedback in the 2023-2024 local evaluation report.*

	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
For how many of these students do you have outcome data to report?						
Of these students for whom you have outcome data to report, how many demonstrated an improvement in teacher-reported engagement in learning?						
Percentage of Attendees who improved. Calculated for each column.						

GPRA Measures Discussion.

GPRA Measures Discussion Required Elements	Complete
Please include, at a minimum, the following on your discussion of GRPA Measures. If you do not have data on any GPRA measure, add information on why those measures were not included.	X
• Discussion of high performing and low performing areas.	X
• Discussion of issues with any GPRA Measure.	X
• Assessment of 21 st CCLC Program based solely on GPRA Measures.	X

GPRA 1A, Reading – Dodger Academy had one student from Grade 4 and Grade 5 exhibit reading growth. Dodger Academy had 15 students with data to report from Grade 4 and Grade 5. The needs assessment process identified reading achievement as a Fort Dodge Community School District learning need. The 7% reading growth outcome was not a surprise. Academically at-risk students were recruited to participate and the program leaders expected the program’s reading efforts to be challenged by the program’s at-risk population.

GPRA 1B, Mathematics – Dodger Academy had two students from Grade 4 and Grade 5 exhibit math growth. Dodger Academy had 15 students with data to report from Grade 4 and Grade 5. The needs assessment process identified math achievement as a Fort Dodge Community School District learning need. The 13% mathematics growth outcome was not a surprise. Academically at-risk students were recruited to participate and the program leaders expected the program’s mathematics efforts to be challenged by the program’s at-risk population.

GPRA 2, Grade Point Academic Achievement (GPA) – Dodger Academy attendees are only elementary students (K-5) and the Fort Dodge Community School District does not calculate a grade point average for elementary school students (K-5). Therefore, Dodge Academy does not student GPA data to report.

GPRA 3, Attendance – The attendees with absenteeism issues are only 8%. Attendance is not an identified need area at this time. The 5 students attending Dodge Academy were identified with attendance issues during the prior 2021-2022 school year. 100% of those identified students improved their attendance. The program evaluator stated such a small number attendees with attendance issues likely are individual in nature and building principals, counselors, and classroom teachers are the key staff to address these unique situations causing these absences. The evaluator felt Dodger Academy is definitely designed as an option for building staff to use to address a child’s absenteeism issues.

GPRA 4, Behavior – The YR1 Dodger Academy attendees had 64 of 67 (96%) attendees had in-school suspensions identified from the 2021-2022 school year. **53% behavior improvement** by Dodger Academy attendees (34 of the 64 identified attendees improved). Program leaders felt the 53% improvement is a positive outcome and a positive performing area. The program leaders are committed to staying focused on a continued positive behavior growth. The program leaders and building principals will continue recruit students with in-school suspension issues to attend the program so that these students have extended learning experiences and opportunities to build healthier relationships with teachers and other students.

GPRA 5, Teacher Survey – The program began August 2023 serving five elementary schools. The program leaders were unable to organize the teachers across these multiple elementary schools. The program leaders found it difficult to provide the teachers with necessary training to complete the survey.

The program leaders will complete the teacher survey spring 2024 and report teacher feedback in the 2023-2024 local evaluation report.

6. Local Objectives

GPRM Measures will always serve as the official objectives. However, Local Objectives allow grantees to focus on areas not covered by the GPRM Measures. The following guidelines should be followed when entering the Local Objectives.

1. Enter no more than five Local Objectives. If you have more than five objectives, enter the top five in the Local Objectives Table and summarize additional objectives in the Local Objectives Discussion Section. Another option is to consolidate two or more objectives into one objective. If you have fewer than five objectives, leave the additional rows blank.
2. There is a Local Objectives Table for each Cohort. If a Grantee did not participate in a cohort, that cohort table should be left blank.
3. Objectives will be rated as one of four ways. These are the ONLY acceptable ratings:
 - a. Met the stated objective. (Must provide methodology on how the objective was measured and justification for meeting the objective.)
 - b. Did not meet but made progress toward the stated objective. (Must provide methodology on how the objective was measured and what criteria was used to determine that progress was made.)
 - c. Did not meet and no progress was made toward the stated objective. (Must provide methodology on how the objective was measured and what criteria was used to determine that no progress was made.)
 - d. Unable to measure the stated objective. (All objectives should be measured unless extraordinary circumstances prevent doing so. If an objective cannot be measured, complete details on these circumstances must be provided in the Methodology/Justification column.)
4. Data will be from the Summer and Fall of 2020 and the Spring of 2022.

Local Objectives Required Elements	Complete
Local Objectives Data Tables	X
<ul style="list-style-type: none"> • No more than FIVE Objectives per Cohort. 	X
<ul style="list-style-type: none"> • Rating of each Objective as listed above. 	X
<ul style="list-style-type: none"> • Full Methodology used for measurement. 	X
<ul style="list-style-type: none"> • Justification for Rating 	X
Local Objectives Discussion	X

Local Objectives Data Tables.

Cohort 17 Table

Cohort 17 Objectives	Objective Rating	Methodology/Justification for Rating
1.1 - Increase the number of students moving towards literacy proficiency.	UNABLE TO MEASURE THE STATED OBJECTIVE YR1	<p>Methodology: Student performance on the FAST Comprehensive literacy screener will be used to measure student literacy proficiency growth. Number of students attending 50% or more of the program days will be identified. Those identified students moving towards literacy proficiency will be counted. The target is increasing the number of students' reading growth by 5% per program year. Justification: 58% of the Dodger Academy attendees improved their reading achievement. 58% is now the program's baseline percentage established YR1 for Objective 1.1. Program leaders were unable to measure the</p>

		stated objective because 2022-2023 was the first year of the grant program and comparable student data from 2021-2022 to measure growth was not available.
1.2 - Increase the number of students moving towards mathematics proficiency.	UNABLE TO MEASURE THE STATED OBJECTIVE YR1	Methodology: Student performance on the FAST mathematics screener will be used to measure student mathematics proficiency growth. Number of students attending 50% or more of the program days will be identified. Those identified students moving towards math proficiency will be counted. The target is increasing the number of students' math growth by 5% per program year. Justification: 80% of the Dodger Academy attendees improved their math achievement. 80% is now the program's baseline percentage established YR1 for Objective 1.2. Program leaders were unable to measure the stated objective because 2022-2023 was the first year of the program and comparable student data from 2021-2022 to measure growth was not available.
2.1 – Families will report a positive engagement.	MET THE STATED OBJECTIVE YR1	Methodology: Program staff will survey families participating in the program activities. The survey process will be a subjective and qualitative tally of responses to staff member inquiries. The program target is 75% of the families will have a positive response. Justification: 100% of the families reported a positive engagement response to the program staff. The objective was met because it surpassed the 75% target.
3.1 – Increase the number of students that have attained the desired social-emotional behaviors.	UNABLE TO MEASURE THE STATED OBJECTIVE YR1	Methodology Program leaders will identify those students attending the program a minimum of 50% of the time. The program leaders will collect subjective and qualitative survey feedback from the school counselors regarding whether or not attendees have attained the desired social-emotional behaviors. The target is increasing the number students' social-emotional attainment by 5% per program year. Justification: 0% of the students were identified as attaining the desired social-emotional behaviors. The school counselors' feedback was students have endured COVID-19 pandemic disruptions, irregular school schedule and isolated at-home learning the past three school years. Counselors agreed the baseline will begin at 0%. Program leaders were unable to measure the state objective because 2022-2023 was the first year of the program and comparable student data from 2021-2022 to measure attainment increases were not available.

Local Objectives Discussion.

Local Objectives Discussion Required Elements	Complete
• Statistical Analysis as Applicable.	X
• Improvement over more than one year as observed.	X
• Applicable graphs, tables, and/or charts.	X
• Details on methodology and ratings as needed.	X
• Additional Objectives not in Local Objective Tables.	X
• Clarification for objectives not met.	X
• Clarification for objectives not measured.	X

The local objectives found within the grant application were modified to comply with the Iowa Department of Education's request that local objectives do not duplicate the GRPA measures. The program will proceed with four local objectives.

Goal 1: Students who attend the Dodger Academy program will increase their literacy and math skills.

Objective 1.1: Increase by 5% the number of Dodger Academy students moving towards literacy proficiency (measuring literacy improvement). The program will measure and track the literacy growth of students attending 50% or more of the program days annually. The norm-referenced *FAST* Comprehensive literacy screener assessment will be used to measure student progress on a continuum from persistently at risk to proficient. The program leaders subjectively selected the 5% growth rate per year as a modest trajectory that they believe is attainable. The program leaders also believe the number of students participating in the program will increase each year and they are uncertain the impact of new students each year on the growth rate. These are the reasons the program leaders selected an arbitrary modest growth rate target for program decision-making purposes.

Methodology: Student performance on the *FAST* Comprehensive literacy screener assessment will be used to measure student literacy proficiency growth. Number of students attending 50% or more of the program days will be identified. Those identified students moving towards literacy proficiency will be counted. The target is increasing the number of students' reading growth by 5% per program year.

Justification: 58% (see Table 1.1) of the Dodger Academy attendees improved their reading achievement. 58% is now the program's baseline percentage established YR1 for Objective 1.1.

Table 1.1 Improved Literacy Growth – Baseline Year

	YR1	YR2	YR3	YR4	YR5
Number of students attending 50% or more program days.	52				
Number of students moving towards literacy proficiency.	31				
Percent of students moving towards literacy proficiency	58%				

Program leaders were unable to measure the Objective 1.1. 2022-2023 was the first year of the grant program and the program is measuring the impact on students attending 50% or more program days. The 21st Century grant funded program did not exist for the 2021-2022 school year (prior school year), therefore, a student data set of students attending 50% or more of program days to measure growth was not available. YR2 will provide a second data point of students attending 50% or more program days for comparison purposes.

Objective 1.2: Increase by 5% the number of Dodger Academy students moving towards mathematics proficiency (measuring mathematics improvement). The program will measure and track the mathematics growth of students attending 50% or more of the program days annually. The norm-referenced *FAST* comprehensive mathematics screener assessment will be used to measure student progress on a continuum from persistently at risk to proficient. The program leaders subjectively selected the 5% growth rate per year as a modest trajectory that they believe

is attainable. The program leaders also believe the number of students participating in the program will increase each year and they are uncertain the impact of new students each year on the growth rate. These are the reasons the program leaders selected an arbitrary modest growth rate target for program decision-making purposes.

Methodology: Student performance on the *FAST* Comprehensive mathematics screener assessment will be used to measure student mathematics proficiency growth. Number of students attending 50% or more of the program days will be identified. Those identified students moving towards math proficiency will be counted. The target is increasing the number of students' math growth by 5% per program year.

Justification: 80% of the Dodger Academy attendees improved their math achievement. 80% is now the program's baseline percentage established YR1 for Objective 2.1.

Program leaders were unable to measure the Objective 1.2. 2022-2023 was the first year of the grant program and the program is measuring the impact on students attending 50% or more program days. The 21st Century grant funded program did not exist for the 2021-2022 school year (prior school year), therefore, a student data set of students attending 50% or more of program days to measure growth was not available. YR2 will provide a second data point of students attending 50% or more program days for comparison purposes.

Table 1.2 Improved Mathematics Growth – Baseline

	YR1	YR2	YR3	YR4	YR5
Number of students attending 50% or more program days.	53				
Number of students moving towards literacy proficiency.	45				
Percent of students moving towards literacy proficiency	80%				

Goal 2: Dodger Academy's program for participating students will build the capacity of their families through the program's engagement activities to support these students' learning outside of the school setting.

Objective 2.1: 75% of families who participate in the Dodger Academy family engagement activities annually will report a positive engagement response. Family engagement will be measured using the Family Engagement Survey.

Methodology: Program staff will survey families participating in the program activities. The survey process will be a subjective and qualitative tally of responses to staff member inquiries. The program target is 75% of the families will have a positive response.

Justification: 100% of the families reported a positive engagement response to the program staff.

Table 2.1 reports positive family engagement. The program leaders had very positive responses from families. Program evaluator shared the Dodger Academy by its very nature will likely receive positive responses from families. Most families will appreciate their children receiving additional academic support and the program benefits families

with an after-school program. The evaluator continued by stating it becomes a target to maintain such high positive feedback.

Table 2.1 Reported Positive Family Engagement

	YR1	YR2	YR3	YR4	YR5
Number of families participating in the Dodger Academy.	41				
Number of families reporting positive engagement.	41				
Percentage of families reporting positive engagement.	100%				

Goal 3: Social-Emotional learning will be addressed for all students attending Dodger Academy through integrated literacy and social-emotional learning curriculum.

Social-Emotional Learning (SEL) Curriculum: Elementary school counselors, within the five elementary schools, have time during the regular school day to provide instruction using a social-emotional curriculum that integrates literacy, engage students in reading stories, that address their emotions and how students can effectively manage those emotions. Dodger Academy reinforces these counselors' led stories and social-emotional learning. The counselors' curriculum addresses many emotions. The program has decided to target supporting: the social development of how well do students cooperate with their peers and display socially appropriate responses toward others; and the emotional development of how well student adapt to change and do students tend to have a positive attitude. School counselors will provide feedback on a social-emotional survey of Dodger Academy attendees.

Objective 3.1: Increase by 5% the number of Dodger Academy students that have attained the desired social-emotional behaviors. The program leaders will identify students who attend a minimum of 50% of the time. The school counselors will complete a subjective and qualitative social-emotional survey developed by the program evaluator. The program leaders subjectively selected the 5% growth rate per year as a modest trajectory that they believe is attainable. The program leaders also believe the number of students participating in the program will increase each year and they are uncertain the impact of new students each year on the growth rate. These are the reasons the program leaders selected an arbitrary modest growth rate target for program decision-making purposes.

Methodology Program leaders will identify those students attending the program a minimum of 50% of the time. The program leaders will collect subjective and qualitative survey feedback from the school counselors regarding whether or not attendees have attained the desired social-emotional behaviors. Kindergarten students will not be assessed because it is their first school year and the program evaluator felt the end of first grade would generate better/reliable feedback for program leaders to use regarding program decision-making. The target is increasing the number students' social-emotional attainment by 5% per program year.

Justification: 0% of the students were identified as attaining the desired social-emotional behaviors. The school counselors' feedback was students have endured COVID-19 pandemic disruptions, irregular school schedule and isolated at-home learning the past three school years. Counselors agreed the baseline will begin at 0%.

Table 3.1 – Social-Emotional Learning Improvement

	YR1	YR2	YR3	YR4	YR5
Number of students who attend the program a minimum of 50% in grades 1-5.	51				
Number of students that have attained the desired social-emotional learning behaviors.	0				
Percent of student attaining the social-emotional behaviors.	0%				

Program leaders were unable to measure the Objective 3.1. 2022-2023 was the first year of the program and the program is measuring the impact on students attending a minimum of 50% program days in grades 1-5. The 21st Century grant funded program did not exist for the 2021-2022 school year (prior school year), therefore, a student data set of students attending a minimum of 50% of the program days to measure growth was not available. YR2 will provide a second data point of students attending a minimum of 50% of the program days for comparison purposes.

7. Anecdotal Data

Anecdotal Data Required Elements	Complete
Success Stories	X
Best Practices	X
Pictures	X
Student, teacher, parent, and stakeholder input.	X

Remember to include Anecdotal Data (Interviews, Observations, Comments). Be specific. Try to avoid general comments like “Parents seem pleased with the program.”

Success Stories

Success Stories Required Elements	Complete
Specific Examples.	X
Key People Involved	X
Quotes from participants, teachers, parents, etc.	X
Include objectives showing large increases.	X

Remember to include a student success story. Be as personal as possible.

Success Story – A student attended Dodger Academy for 3 years (includes year before the grant) and when she started, she was not very social with her peers. However, through the structured activities and relationship building. Her parent’s noticed that her social interactions with peers improved and she seemed less shy. The program leaders believe this success story will be repeated with more students who attend the program.

Success Story – A student has been attending Dodger Academy and struggles at her school to form and maintain relationships with peers. She has shared with staff that she likes coming to Dodger Academy because she can build relationships with some other students and that it is nice having friends.

Success Story – A student has had some minor behavior problems since starting school. They typically include defiance, arguing and talking back to staff. Since attending Dodger Academy and participating in social skills twice a week, he has been able to use his skills to help him work through tough moments he has during the school day. Teachers have reported that they have noticed his trying to process a situation before reacting.

Success Story – Dodger Academy stays open until 6:45 PM which is helpful to families that work in the plants that surround our community. Koch, Cargill, CJ Bio, Valero and Prestage are 15-30 minutes outside of Fort Dodge so the program’s late pick-up time is helpful when shifts end at 6:00 p.m.

Success Story – Dodger Academy worked with the elementary school principals to invite students that need more support both in and out of school. By inviting those students free of charge, the program leaders were able to help their families by providing a safe place for their student after school so they can continue to work and provide for their family.

Best Practices

Best Practices Required Elements	Complete
Description of the practice/activity.	X
Methodology of measuring success of best practice.	X
Information on why practice/activity was implemented.	X
Impact of practice/activity on attendance.	X
Impact of practice/activity on student achievement.	X

Remember to include a few best practices that you observed or that were reported to you.

The following best practices guided the program leaders in the development of the program’s activities and the experiences students are engaged in. Extending academic learning for at risk students. These extended learning experiences include: engaging learning experiences that enhance the context from which students draw on for their new learning; STEM (science, technology, engineering, and mathematics) activities that provide relevant application of science, technology, engineering, and mathematics; engagement in high quality learning programming; and engaging families in literacy development and academic settings to promote a better relationship between school and home. These practices are a foundation of the program to improve and accelerate program students learning.

The evidence these best practices are intended to produce the following desired outcomes: academic improvement, positive family engagement, and attendee social and emotional growth. The initial evidence from year one is presented below:

- Improving attendee’s reading performance. Local Objective 1.1, Reading, had 58% of the students attending 50% or more of the program days improved their reading performance. This is positive evidence the best practices are working. GPRA 1A, 4th and 5th grade students, had 7% of the attendees improved their reading performance. TOTAL ACADEMIC ACHIEVEMENT, 16% of the attendees K-5 identified as needing reading improvement did improve. This is the YR1 reading outcomes and it will be a challenge increase reading growth.
- Improving attendee’s mathematics performance. Local Objective 1.2, Mathematics, had 80% of the attendees 50% or more of the program days improved their reading performance. This is positive evidence the best practices are working. GPRA 1B, 4th and 5th grade students, 13% of

the attendees improved their reading performance. TOTAL ACADEMIC ACHIEVEMENT, 82% of the attendees K-5 identified as needing mathematics improvement did improve.

- 100% of the parents surveyed reported positive family engagement. A key outcome of the program is to build relationships with parents and foster academic and social skill building supports at home.
- Increasing attendee's social-emotional behavior attainment. Local Objective 3.1, Social-Emotional Behavior, had a baseline 0%. The counselors' felt the student COVID 19 epidemic trauma of the past three schools justified starting at a 0% student attainment baseline. YR2 will have data to report.
- Increasing the number of students attending Dodger Academy so that more at risk students may benefit from the program. Dodger Academy had 67 attendees YR1 of the program. The program leaders are working with building principals to growth the number of attendees. A barrier to growing the number of attendees is being able to employ qualified staff.

Pictures

Insert pictures here. Pictures should showcase students engaged in activities and learning. Do not include posed pictures. Take action shots of children reading, participating, smiling and being involved in the activities. Please send 4-8 of your best pictures. Pictures need to be individual and not a montage of pictures. Links to social media are not to be used here.



CAPTION: K-Kids service project. Working on making a mat for the homeless out of plastic grocery bags. It will be donated to the men's shelter when finished.



CAPTION: Meeting with a guest speaker from Smitty's Greenhouse. Learning about what it takes to make a garden



CAPTION: Packing bags that will be donated to the police department for when they respond to class that involve children. Bags include teddy bear, crayons and coloring book.



CAPTION: Working on math during Power Hour.



CAPTION: Enjoying a treat outside.

Student, teacher, parent, and stakeholder input

Student, teacher, parent, and stakeholder input Required Elements	Complete
Quotes from student, teacher, parent, partners, and stakeholders.	X
Quotes should be attributed (titles can be used but names only with permission).	X
Showcase success of the program, especially for student attendance, behavior and academic success.	X

Quotes from Students:

Student – *“It’s fun when we can do hands-on stuff like the robots or go explore outside.”*

Student – *“What other volunteer stuff can we do?”*

Student – *“I was nervous on my first day but then I saw 3 kids I know so its not that bad!”*

Quotes from Teachers:

Teacher – *“I love coming to work after school. It’s a different feel from the school day and I can focus on the students as people. It’s refreshing to do the fun learning with the students.”*

Teacher – *“I didn’t think I would like working after school but I see why the kids have so much fun!”*

Quotes from Parents:

Parent – brought in cookies for staff. *“Dodger Academy; Thank you all so much for being there for Kaden. I appreciate everything! Enjoy a lovely treat from Kaden and Theresa”*

Parent – *“This program is a valuable piece in all the kids’ lives that participate. They are learning to be involved in their community and how to get along with others that may have different backgrounds than their own. I wholeheartedly feel this program is incredibly valuable to our district as a whole. The high school kids that help are absolutely wonderful role models for the kids and I can only imagine how much both sides learn from each other.”*

Parent – *“Dodger Academy has been a blessing for our family. Not only is it a safe place for our daughter to attend after school until we get off work, it’s a place where we know she is learning and having fun with her peers. I don’t know what we would do without it.”*

Quotes from Partners:

Partner – Kiwanis member attending the Game Show event: *“You have a good turnout for families this time.”*

8. Sustainability Plans

Sustainability Plans Required Elements	Complete
Discuss formal sustainability plan from your original grant application including how it has changed.	X
How program will continue without 21st CCLC grant funding.	X
How partnership contributions will help the program continue (refer to partnership table from section 3).	X

Discuss the level of sustainability over the life of the grant. Explain how partner contributions can help sustain the program after federal funding ends.

The program has existed for 15 years. The program had to charge parents a student participation fee. The current awarded 21st Century Community Learning program that began with the 2022-2023 school year has identified 4 future factors for sustainability:

1. The Fort Dodge Community School District receives over \$1,000,000 in federal and state dollars that are used to benefit our youth in specific developmental areas. These include Title 1, Title IIA, Title III and Title IV. The Fort Dodge Community School District will consider these funding sources to sustain the program after the grant ends.
2. A minimal fee will be charged to participating families to make up the difference between available state/federal funding and expenses.
3. Private, corporate, federal and other state grants will be researched and applied for. Fundraisers will be planned and carried out by Dodger Academy staff. Although large amounts of money are not usually earned through fundraisers, they will raise awareness in the community.
4. Current Dodger Academy community partners have both human and financial resources in place and have committed to the financial responsibility of sustaining their activities.

The program has sustained itself once after receiving a 21st Century Community Learning grant award and the district has sustained the program for many years without grant funding. The current grant

award is intended to expand a before/after school program districtwide to all K-5 elementary schools. The current grant award is also intended to start an elementary summer school program.

9. Summary and Recommendations

Summary and Recommendations Required Elements	Complete
Summary of program.	X
Dissemination of local evaluation.	X
Recommendations for local objectives.	X
Recommendations on future plans for change.	X
Unexpected Data	X

Summary of Program

Summary of Program Required Elements	Complete
Reference introduction section.	X
Showcase successes of program.	X
Highlight items contributing to program success.	X
Include exemplary contributions from staff, teachers, volunteers and/or partners.	X

The program leaders have had success expanding the program across all the elementary schools. The partnership with the school district provides the program with access to curriculum that the students use during the school day, insight and help planning activities from certified district teachers, and the ability to discuss the students that attend our program in order to better serve them. This access to the teachers and curriculum, testing results regarding attendees provides valuable insight so that program leaders may effectively deliver targeted programming to meet student learning needs and efficient resource allocation. The program leaders continually build relationships with community partners. This relationship includes partners willing to come in and share their knowledge or provide donations to help sustain the program. This also allows students opportunities to engage with partners to learn about new skills, try their hand at the skill and make connections in our community.

Showcasing successes and program highlights have already been shared with this report. The narrative will not be repeated. The evaluation report reader may review the following narrative:

TOPIC	PAGES
Partnership Highlights	10-11
Parent Involvement	12-13
Total Achievement Improvement	14-15
GPRA Measure Outcomes	19-20
Local Objectives	22-25
Success Stories	25-26
Best Practices Evidence	26-27
Student, Teacher, and Parent Quotes	29-30

An example of an activity contributing to the program's success is: *"All students participate in Power Hour from 4:00 - 5:00. During Power Hour, the focus is on reading, math and writing skills as well as Community Circles. Each activity is 10-15 minutes long so students have time to practice but not become bored. Dodger Academy staff are provided with grade level educational materials that support the learning that takes place during the regular school day. For students who finish their work early,*

there are hands-on activities and games to play that also align to the school day curriculum. Accommodations are made for students who need more time to finish their work."

Dissemination of Local Evaluation.

Dissemination of Local Evaluation Required Elements	Complete
Exact URL where your 2022-2023 local evaluation is posted (required by US DOE). Because this is required by ESSA, we check each URL for accuracy.	X
Discussion of other methods of Dissemination (Board reports, community meetings, person to person, e-mail, etc.)	X

Paste exact URL where your **2022-2023** local evaluation is/will be posted (**required by US DOE**). **The URL should pull up the Local Evaluation, not just the page where it can be found. The URL should also not download the file. The Local Evaluation should be readable in the browser window.**

21 CCLC Report

The report will be posted on the district website and the location will be communicated to teachers, parents, and community members. The report will also be used by the advisory members and program leaders to make changes or adjustments to ensure the program meets its goals and objectives.

Recommendations for Local Objectives.

Recommendations for Local Objectives Required Elements	Complete
Objectives to be changed and reasons why.	X
Objectives to be added.	X
Include objectives not met.	X
Include objectives not measured.	X

The program leaders were unable to measure Goal 1 – Objective 1.1 and 1.2. The goal stated students who attend the Dodger Academy program will increase their literacy and math skills. The target is to increase by 5% the number of Dodger Academy students moving towards literacy and mathematics proficiency. 2022-2023 was the first year of the grant thus a prior year for comparison purposes (students attending the grant program 50% or more program days) did not exist and the program leaders could not calculate if 5% of the attendees moved toward literacy and mathematics proficiency.

The program leaders were unable to measure Goal 3 – Objective 3.1. The goal stated students who attend Dodger Academy will increase their social-emotional learning. The target is to increase by 5% the number of Dodger Academy students attaining the desired social-emotional behaviors. 2022-2023 was the first year of the grant thus a prior year for comparison purposes (students attending the grant program 50% or more program days) did not exist and the program leaders could not calculate if 5% of the attendees moved toward literacy and mathematics proficiency. The counselors’ felt the student COVID 19 epidemic trauma of the past three schools justified starting at a 0% student attainment baseline. YR2 will have student data to report.

Dr. Edward Gronlund, Program Evaluator: *“Program leaders and myself collaborated to modify the local objectives so that GPRA measures were not duplicated as requested by the Iowa Department of Education. Objective 1.1, reading, and Objective 1.2, mathematics, did not have baseline student data to determine whether or not 2022-2023 student performance grew by 5%. These objectives are measuring the impact of the grant program on students attending the program 50% or more of the program days.*

2022-2023 school year is the first year of the grant program therefore the program could not have a group of students attending 50% or more of the program days before the program began. For the same reason as Objective 1.1 and 1.2, Objective 3.1 is measuring student impact for those attending 50% or more of the grant program days and 2022-2023 school year was the first year of the grant program. The school counselors decided and I agreed with that the baseline will be 0%. The school disruptions caused by the COVID 19 pandemic were substantial. I also agreed with program leaders that kindergarten not be included in the social-emotional objective because the first of year of school includes so many new beginnings for students and including the kindergarten students may lead to unreliable feedback.”

Recommendations on Future Plans for Change.

Recommendations on Future Plans for Changing Required Elements	Complete
This should be the most substantial discussion area. Please base your discussion on the data you are submitting. Please include the following elements as a minimum.	X
• Changes in activities.	X
• Changes in recruitment efforts.	X
• Changes in partnerships.	X
• Changes for sustainability plans.	X
• Other changes as suggested by governing body.	X
• Based on the data, recommendations for improving program quality.	X

Remember to include an evaluator discussion of what can be done to improve the program.

The program leaders and the advisory committee identified the following summary statements after the first full year of Dodger Academy:

1. Dodger Academy will continue to utilize the same activities but will also be seeking additional STEM and social skill activities for students to do. Program leaders will do this by communicating with classroom teachers, the district curriculum director and AEA contacts to see what options students prefer.
2. Program leaders will continue using social media, newsletters and in person contacts to recruit partners. By utilizing the Service Club Round Up sections in the local newspaper, staff can request meetings with the local service clubs to see how partnering would benefit both groups.
3. Dodger Academy will continue to maintain current partnerships as well as seeking new partnerships within our community.
4. Dodger Academy does not see any changes for sustainability plans. We will continue to seek funding and advocate at state and local levels about the importance of funding after school programming.
5. Dodger Academy would like to find a way to balance staff and have pairs that complement each other. Most groups have 2 staff, so if one staff has weaknesses in certain areas, then the paired staff would have strengths in those areas.
6. Since Dodger Academy operates for a short amount of time each day, the program needs to have specific training on how our presence as staff can be beneficial to students and how to have meaningful interactions with the students served. By having meaningful interactions, staff can build stronger student relationships which helps attendees become a more well-rounded student. When there are solid relationships in place, it can make a difference with students who may be struggling academically or behaviorally. Students are more likely to listen to someone they like and respect than a staff who just tells them what to do.

7. Since there is a shortage of daycare and after school programming in Webster County, Dodger Academy would like to expand and have programming in at least 2 out of the 5 buildings we serve. If we expand to multiple sites, we would be able to serve more students and help more families.

Dr. Edward Gronlund, Program Evaluator, comments: *The Dodger Academy has established ambitious goals and objectives. The program has the capacity to provide services to 150 students so I suggest it be a priority to coordinate recruitment efforts with building principals to increase attendees. I also suggest continuing to build communication with classroom teachers across the five different school locations to gather information to support attendees' learning and other social-emotional needs. Plus, I suggest finding ways for program staff to have current student learning feedback from their classroom teacher again across five different locations. I believe this evaluation report development process has been a valuable exercise for the program leaders. The initial report gathering and reporting has supported my partnership with Erin Brookshire and Janelle Carstensen to refine, improve, and strengthen the program and its activities as well as celebrate the successes and review and strategize to address the future challenges. I have enjoyed working with Erin Brookshire and Janelle Carstensen, program leaders, this past school year and look forward to partnering together to reach the programs' goals.*

UNEXPECTED DATA (Unusual circumstances that occurred during the past school year- Flood, Tornado, Storm, Pandemic or other) Explain how this affected the program and how you responded to continue to serve children. What new procedures did you introduce? How did the Staff, Students and Parents respond? You may include pictures to help illustrate the challenges faced due to natural disaster(s).

Type or copy and paste Unexpected Data input here.

Dodger Academy does not have unexpected data.